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ABSTRACT

The council of Graduate Schools (CGS) and the Graduate Record Examinations Board undertook a survey of graduate enrollment. Survey questionnaires were sent to 303 graduate schools who were members of CGS. Results indicated increasing enrollment is not universal, but is concentrated in the humanities, social sciences, and education, and is distinctly absent in the physical sciences. Female enrollment in graduate study is increasing; however, women still enroll in significantly smaller numbers than do their male counterparts. It was also concluded that it is still impossible to collect meaningful data on the racial composition of graduate schools on a regular basis by means of this type survey. (MJM)

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J. BOYD PAGE
President

Memorandum for: COUNCIL OF GRADUATE SCHOOLS
MEMBER INSTITUTIONS

cc: Michael J. Pelczar, Jr.
Chairman, GRE Board

Subject: Results of Council of Graduate Schools-Graduate Record Examinations Board 1972-73 Survey of Graduate Enrollment Part II

Date: April 12, 1973

From: J. Boyd Page

Overall graduate school enrollment increased in all major discipline areas except the physical sciences between the 1971-72 and 1972-73 academic years, according to the results of the most recent Council of Graduate Schools-Graduate Record Examinations Board "Survey of Graduate Enrollment." Based on usable responses from 272 of the 303 institutional members of the Council of Graduate Schools, the 12-page survey results provide information about changes in the pattern of graduate school enrollment organized so as to allow comparisons between public and private institutions, between institutions offering the master's or Ph.D. as the highest degree, and among the six major discipline areas.

According to the survey, first-time graduate school enrollment showed a pattern identical to that of overall graduate school enrollment in that increases were realized in each discipline area other than the physical sciences. Concurrently, the proportion of first-time enrollment classified as part-time increased between the two years included in the survey, as did the proportion of women in both total enrollment and first-time enrollment. Women still account for less than 40% of the enrollments reported, however.

Additional results detail the decrease in non-service awards reported, as well as the relative stability of service awards for teaching and research. The survey also reports that the number of master's degrees awarded increased in all areas except the physical sciences, and that the number of Ph.D. degrees awarded increased in all areas except the physical sciences, engineering, and the biological sciences. Finally, the survey reports an increase in the number of post-doctoral students and in the number of Doctor of Arts degrees awarded, and a decrease in the number of non-U.S. nationals enrolled at responding institutions.

A copy of the complete survey results is enclosed.

Encl.

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EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08540

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1972-73 Survey of Graduate Enrollment

- Part II -

Robert A. Altman
Program Director
GRE Program

Introduction

As a result of the difficulty of obtaining accurate information on graduate enrollments, and particularly trends in enrollments, the GRE Board and the Council of Graduate Schools jointly undertook last year the first in an annual series of surveys of enrollment of the membership of the Council of Graduate Schools in the United States. The Council membership consists of some 303 graduate institutions who grant either the master's or doctorate as the highest degree. The members of the Council grant 98% of the earned doctorates and 85% of the master's degrees awarded.

Due to the early timing of last year's questionnaire, some institutions were unable to provide responses to all questions; accordingly, this year's survey was divided into two sections, the first of which was distributed in the early fall of 1972 and reported at the CGS meeting in November. Questionnaires for Part II were distributed early in 1973, with data requested on enrollment as of mid-October for 1971 and 1972. Even given the postponement of several questions until the second questionnaire, a number of institutions were not able to report data on all questions asked or for both years.

Sample Description

Survey questionnaires were sent to 303 graduate schools who are members of CGS. A total of 272 questionnaires were returned or an amazing 90% response rate, an indication of the continued high interest among graduate schools in the topic of the survey. Since the primary purpose of the questionnaire was to develop comparative data between 1971 and 1972, responses to questions were included in the analysis only when data were supplied for both years and when the effective response rate (percent of the number responding of the number available in the total group) was greater than 50%. Thus, the effective response rate per question varies from a high of 93% for some questions involving Private-Master's Highest institutions to the lower limit of 50%. This variability, while probably to be expected, reduces not only the number of questions for which results can be reported, but the value of some questions and the ability to compare results across questions as well.

Extreme care should also be taken in attempting to compare results of Part II of this year's survey with the earlier Part I, despite the fact that the definitions of graduate school have remained constant and that the number of institutions (272 for Part II compared with 276 for Part I) is almost identical. Although many of the same institutions responded to both Part I and Part II, the specific institutions responding to Part II are not always identical to those which responded to Part I; in addition, different institutions responded to different questions within both Parts I and II. It is hoped that a longitudinal study, by institution, can be accomplished at a later date which will provide comparable data across both institutions and survey years.

Despite these limitations, the overall obtained sample (i.e., those submitting usable questionnaires on time) appears to be very representative of the total CGS population. Below are comparisons of number and percentages of several ways of describing the available population and sample. It should be noted that "Master's Highest Degree" refers, throughout this report, only to those institutions for which the master's degree is, in fact, the highest degree awarded. Data for these institutions do not reflect master's degrees offered by institutions which also offer the doctorate.

Comparison of Usable Sample and Base Population

	CGS Institutions		Usable Survey Sample		% (sample of each population subgroup)
	Number	Percent	Number	Percent	
Public	191	63%	170	63%	89%
Private	112	37%	102	37%	91%
Public-Master's Highest Degree	48	16%	39	14%	81%
Private-Master's Highest Degree	31	10%	29	11%	94%
Public-Ph.D. Highest Degree	143	47%	131	48%	92%
Private-Ph.D. Highest Degree	81	27%	73	27%	90%
Master's Highest Degree	79	26%	68	25%	86%
Ph.D. Highest Degree	224	74%	204	75%	91%

Results

Some of the results of the survey are displayed in Tables 1 through 7; other results, which lend themselves less well to tabular presentation, are presented in the discussion section below. Two types of tables are presented.

Tables 1, 2, 5, and 6 report percent change between 1971 and 1972 by discipline area. Each of these tables shows both the percent change between the years in question and the effective response rate (in parenthesis) for that type of institution and discipline area. Discipline areas, as defined in the original questionnaire, include Education (all fields of education), Humanities (English and journalism, fine and applied arts, foreign languages and literature, library science, philosophy, and religion), Social Sciences (anthropology, business, economics, geography, history, political science, and sociology), Physical Sciences (chemistry, computer sciences, geology, mathematics, physics, and statistics), Engineering (all fields of engineering), and Biological Sciences (agriculture, biology, health professions, home economics, psychology, and zoology).

Tables 3, 4, and 7 present the number of respondents with usable data to the question (i.e., data for both years and for all parts of the question), the percentage that number represents of the total group or of the subgroup, the total number of students reported each year and the percentage change from 1971 to 1972.

Finally, all data were summarized by size of the responding graduate school, although these summaries do not appear in the tables presented. Size categories used included 0-100 students, 101-500 students, 501-1,000 students, 1,001-5,000 students and over 5,000 students, and were based upon the institution's response to Question 4 (Total Graduate School Enrollment by Sex). Results including these summaries are noted in the following discussion where appropriate.

Discussion

A review of Table 1 shows an overall increase in total graduate school enrollment for the discipline areas of education (5.7%), humanities (2.8%), social sciences (3.2%), and biological sciences (4.5%), and an overall decrease in total graduate school enrollment for the discipline areas of the physical sciences (6.5%) and engineering (2.0%). Despite the variability of response rates which limits the extent to which results can be compared across cells, different institutional types have obviously experienced different rates of growth or decline by discipline area. For education, public Ph.D. highest institutions show an increase of 7.1%, while private Ph.D. highest institutions show an increase of only 1.8%. For humanities, however, private Ph.D. highest institutions show an increase of 7.6% while public Ph.D. highest institutions show an increase of 0.1% and private master's highest institutions show a decrease of 2.1%. Also in the humanities, 65 institutions with total enrollment of fewer than 1,000 students showed a decrease in enrollment of 3.3%, while 169 institutions with total enrollment greater than 1,000 students showed an increase of 3.3%. For the physical sciences, a decrease is shown for private master's highest institutions (8.3%), public Ph.D. highest institutions (7.2%), and private Ph.D. highest institutions (6.0%), while public master's highest institutions show the only increase (0.1%), however slight.

First-time graduate enrollment, displayed in Table 2, shows a similar pattern with increased enrollment in the discipline areas of education (8.8%), humanities (5.7%), social sciences (4.7%), and biological sciences (7.1%), and a decreased first-time enrollment in the physical sciences (8.6%). Different rates of growth or decline are once again apparent by institutional type: the overall increase in first-time enrollment in the biological sciences (7.1%) is a result of the increases (8.3%) at 139 Ph.D. highest institutions which outweigh the decreases (3.3%) at 50 master's highest institutions. In the social sciences, private master's highest institutions showed a 22.6% increase, while private Ph.D. highest institutions showed an increase of only 0.2%; in the physical sciences, only private master's highest institutions showed an increase (16.6%), while public master's highest institutions (3.6%), public Ph.D. highest institutions (11.7%), and private Ph.D. highest institutions (1.6%) showed a decrease. And in education, despite the overall increase in first-time enrollment of 8.8%, the 21 institutions with total graduate enrollment greater than 5,000 showed a decrease in first-time enrollment of 10.2%.

The proportion of first-time enrollment classified as part-time, not shown in the tables, increased slightly, with a concomitant decrease in the proportion of first-time enrollment classified as full-time (institutions were asked to apply their own definitions of full- and part-time). While 114 public institutions reported 55% of their first-time enrollment as full-time in 1971 and 53% of their first-time enrollment as full-time in 1972, 79 private institutions reported a shift from 58% full-time in 1971 to 53% full-time in 1972. Overall, the 193 responding institutions represented an effective response rate of 64% and reported a decrease in full-time first-time enrollment from 55% in 1971 to 53% in 1972.

Table 3 shows the number and proportion of men and women enrolled for full-time graduate study, while Table 4 shows the number and proportions of men and women enrolled as first-time graduate students. Although no significant difference was seen in comparing the proportion of men enrolled at public or private institutions, significant differences appear when the distinction is drawn between master's highest and Ph.D. highest institutions. A review of Table 3 shows that while the proportion of women enrolled in full-time graduate study increased between 1971 and 1972 for both master's highest institutions (from 46% to 47%) and Ph.D. highest institutions (from 33% to 35%), the proportion of women enrolled in Ph.D. highest institutions still remains significantly below the proportion of women enrolled at master's highest institutions. A review of Table 4 shows a similar pattern with respect to the first-time enrollment of men and women. At master's highest institutions, women represented 52% of the 1972 first-time enrollment as compared to 50% in 1971; at Ph.D. highest institutions, women represented only 37% of first-time enrollment in 1972. It should be noted, however, that the absolute number of women enrolled at Ph.D. highest institutions remains well above the number of women enrolled at master's highest institutions, due both to the greater number of Ph.D. highest institutions and to the greater average size of those institutions.

The number of non-U.S. nationals enrolled at responding institutions, not shown in the tables, decreased between 1971 and 1972 by 1.6% at public Ph.D. highest institutions (73% effective response rate), by 3.7% at private

Ph.D. highest institutions (73% effective response rate), and by 2.4% at private master's highest institutions (58% effective response rate). Somewhat surprisingly, the number of non-U.S. nationals enrolled at public master's highest institutions appeared to increase by 11.9% between 1971 and 1972, although the effective response rate for this group of institutions on this question was only 46%.

All institutions participating in this survey were also asked to provide enrollment data for 1971 and 1972, for full-time enrollment and for part-time enrollment, by race; regrettably, the effective response rates for this series of questions ranged from a low of 13% to a high of 45% making reporting of the data impossible. Regardless of the reasons for which these data were not reported--whether lack of availability or lack of enrollment--its absence is unfortunate and provides serious limitation to the value of this survey in understanding the developing trends in American graduate education.

The number of graduate assistants on appointment, whether for teaching, research, or other purposes, appeared relatively stable between 1971 and 1972, and no clean patterns are obvious. Although no tables are presented--the effective response rate for these questions ranged between 35% and 79%--the number of teaching assistants appeared to rise in private master's highest and public Ph.D. highest institutions while declining slightly in public master's highest and private Ph.D. highest institutions. The number of research assistants appeared to rise in all types of institutions except public master's highest institutions, while the number of other assistantships appeared to rise in all types of institutions except public Ph.D. highest institutions. In no case was the increase or decrease greater than 4%, except for the rise in other assistantships at private master's highest institutions, where 10 institutions reported an increase of 27%, accounted for in large measure by an increase of 36% reported by 4 institutions enrolling between 500 and 1,000 students.

Table 5 displays the percent change in fellowships or traineeships (non-service required) for Ph.D. highest institutions by discipline area, and shows a decrease in every discipline area except social sciences for both public and private institutions. As in earlier tables, public institutions appear to show greater decreases (or lesser increases) than private institutions, with the difference being relatively small in biological sciences and physical sciences, but quite large in the humanities, where public Ph.D. highest institutions showed an 18.5% decrease compared to a 2.9% decrease in private Ph.D. highest institutions. Table 1, it will be recalled, showed a 0.9% increase in humanities enrollment for public Ph.D. highest institutions and a 7.6% increase in humanities enrollment for private Ph.D. highest institutions. It should also be noted that decreases in non-service awards--and the relatively greater decreases in public institutions--are entirely consistent with the results reported in Part I of this survey last November.

Table 6 displays the percent change in master's degrees awarded between 1971 and 1972 by discipline area, and shows a pattern once again consistent with results reported both in Part I (which showed an overall increase in

master's degrees awarded between 1971 and 1972) and reported earlier in this survey (which showed increasing enrollments and support in the social sciences, biological sciences, education, and humanities, and decreasing enrollments and support in the physical sciences and engineering). Public and private institutions show a consistent pattern within Table 6 as well, both increasing in education (8.6% public and 13.1% private), humanities (3.9% public and 4.9% private), and social sciences (5.1% public and 11.3% private), with the proportional increases consistently greater in the private sector. In the physical sciences, both public and private institutions showed a decrease in the number of master's degrees awarded; somewhat surprisingly, given the earlier results of this survey, public institutions increased the numbers of master's degrees awarded in engineering and biological sciences while the numbers were decreasing in private institutions.

The number of Ph.D.'s awarded by discipline area--not shown in tables--increased by less than 1% for private institutions and by less than 4% for public institutions. Within private institutions, the proportion of Ph.D.'s awarded by discipline area changed by less than 1% except that social studies doctorates accounted for 23% of Ph.D.'s awarded in 1972 as opposed to under 20% in 1971 and that physical science doctorates accounted for only 20% of Ph.D.'s awarded in 1972 as opposed to over 23% in 1971. The absolute number of Ph.D.'s awarded in private institutions increased in education (8.5%), humanities (2.1%), and social sciences (16.7%), while decreasing in physical sciences (13.2%), engineering (7.2%), and biological sciences (2.0%). The number of Doctor of Arts degrees awarded increased by 1.6%.

A somewhat similar picture emerges at public institutions, where the overall number of Ph.D.'s increased by slightly under 4%, with increases in education (9.3%), humanities (8.3%), social studies (7.2%), and engineering (3.7%), and decreases in physical sciences (2.9%) and biological sciences (less than 1%). The proportion of Ph.D.'s awarded by discipline area changed by less than 1% for all discipline areas in public institutions. The number of Doctor of Arts degrees awarded increased by 11.3%, significantly higher than the rate of increase (1.6%) noted in private institutions.

Finally, Table 7 shows the number of post-doctoral students enrolled in 1971 and 1972. As can be seen, the effective response rate for both public and private institutions is below 50%; these data are included, however, on the assumption that non-respondents may well be institutions which enroll few or no post-doctoral students. In any case, those institutions responding showed an increase in post-doctoral students enrolled between 1971 and 1972, an increase of 7.0% for the public institutions and an increase of 9.3% for the private institutions.

Conclusion

Part II of the second CGS-GRE Board Survey of Graduate School Enrollment met with great success in terms of number of responses and, to a lesser degree, in terms of response rate to individual questions. And, while the effective response rate to individual questions varied considerably, several overall conclusions can nonetheless be drawn.

First, the increasing enrollment at graduate institutions noted in Part I last November is not a universal increase, but is concentrated in the humanities, social sciences, and education, and is distinctly absent in the physical sciences. Second, although female enrollment in graduate study is increasing, women still enroll in significantly smaller numbers than do their male counterparts. And, finally, one must conclude that it is still impossible to collect meaningful data on the racial composition of graduate schools on a regular basis by means of a survey such as this.

It seems important that this information be collected, and that those types of information for which meaningful results were achieved continue to be surveyed; it also seems apparent that, despite the occasionally small effective response rates, the efforts to provide for more complete and detailed information by dividing this survey into two parts have had a positive effect. Given these results, the survey should continue to serve as a valuable addition to the total pool of information about graduate education.

March 14, 1973

TABLE 1

Percent Change in Total Graduate School Enrollment, by Discipline Area, 1971 to 1972

	Education*	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public-Master's Highest	4.6%* (79%)	4.5% (77%)	5.8% (77%)	0.1% (79%)	-0.6% (50%)	3.2% (79%)
Private-Master's Highest	4.9% (86%)	-2.1% (93%)	14.4% (86%)	-8.3% (79%)	**	19.5% (90%)
Public-Ph.D. Highest	7.1% (85%)	0.9% (86%)	3.5% (89%)	-7.2% (89%)	-2.3% (76%)	3.7% (89%)
Private-Ph.D. Highest	1.8% (62%)	7.6% (72%)	0.1% (78%)	-6.0% (80%)	-2.3% (55%)	6.9% (78%)
Master's Highest	4.7% (84%)	3.6% (81%)	8.1% (78%)	-1.5% (77%)	**	6.6% (81%)
Ph.D. Highest	6.1% (72%)	2.7% (76%)	2.4% (80%)	-6.9% (81%)	-2.3% (64%)	4.3% (80%)
Public Master's & Ph.D	6.5% (78%)	1.4% (78%)	3.9% (80%)	-6.7% (81%)	-2.2% (64%)	3.6% (81%)
Private-Master's & Ph.D	2.7% (67%)	7.0% (76%)	1.7% (78%)	-6.1% (78%)	-1.7% (50%)	8.2% (79%)
Total	5.7% (75%)	2.8% (77%)	3.2% (80%)	-6.5% (80%)	-2.0% (59%)	4.5% (80%)

*See definitions under "Results", page 3

**Not included due to effective response rate lower than 50%

TABLE 2

Percent Change in First-time Graduate School Enrollment, by Discipline Area, 1971-1972

	Education*	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public-Master's Highest	10.4%* (58%)	11.8% (56%)	8.9% (56%)	-3.6% (58%)	**	-3.7% (58%)
Private-Master's Highest	24.5% (61%)	0.7% (68%)	22.6% (61%)	16.6% (55%)	**	-2.2% (71%)
Public-Ph.D. Highest	9.0% (59%)	4.0% (60%)	5.1% (63%)	-11.7% (63%)	6.5% (53%)	9.2% (62%)
Private-Ph.D. Highest	**	8.3% (59%)	0.2% (64%)	-1.6% (64%)	**	5.1% (63%)
Master's Highest	12.9% (59%)	10.3% (61%)	12.3% (58%)	-0.7% (57%)	**	-3.3% (63%)
Ph.D. Highest	7.1% (55%)	5.2% (60%)	3.5% (63%)	-9.1% (63%)	5.9% (50%)	8.3% (62%)
Public-Master's & Ph.D.	9.4% (59%)	4.9% (59%)	5.5% (61%)	-11.1% (62%)	**	8.1% (61%)
Private-Master's & Ph.D.	6.0% (51%)	7.9% (62%)	2.1% (63%)	-1.0% (62%)	**	4.2% (65%)
Total	8.8% (56%)	5.7% (60%)	4.7% (62%)	-8.6% (62%)	**	7.1% (62%)

*See definitions under "Results", page 3

**Not included due to effective response rate lower than 50%

TABLE 3

Male and Female Full-time Enrollment, 1971 and 1972

			1971				1972			
	Number	%	Men	%	Women	%	Men	%	Women	%
Master's Highest	61	77%	44,265	54%	37,159	46%	46,246	53%	40,175	47%
Ph.D.	186	83%	305,823	67%	151,868	33%	305,162	65%	163,543	35%
Total	247	81%	350,088	65%	189,027	35%	351,408	63%	203,718	37%

TABLE 4

Male and Female First-time Enrollment, 1971 and 1972

			1971				1972			
	Number	%	Men	%	Women	%	Men	%	Women	%
Master's Highest	44	56%	5,905	50%	5,906	50%	6,579	48%	7,091	52%
Ph.D.	140	63%	56,587	64%	31,306	36%	58,838	63%	34,425	37%
Total	184	61%	62,492	63%	37,212	37%	65,417	61%	41,516	39%

*Number is institutions responding. Percentage figures are percent of the number responding of the number available in the total group. For example, 61 Master's Highest Degree institutions responded out of a possible 79 such institutions in ghe CGS membership for a 77% response rate for that group of institutions.

TABLE 5

Percent Change in Fellowships or Traineeships (Non-Service), by Discipline Area, 1971-1972

	Education*	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
blic-Ph.D.	-11.1%* (55%)	-18.5% (57%)	-0.3% (57%)	-19.7% (62%)	-15.5% (53%)	-13.4% (61%)
ivate-Ph.D.	**	-2.9% (52%)	2.1% (51%)	-18.3% (58%)	**	-10.8% (57%)
Total	**	-11.3% (55%)	0.3% (54%)	-19.2% (61%)	-15.5% (50%)	-12.6% (59%)

TABLE 6

Percent Change in Master's Degrees Awarded, by Discipline Area, 1971-1972

	Education*	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
ublic-Master's & Ph.D.	8.6%* (79%)	3.9% (80%)	5.1% (82%)	-1.4% (84%)	6.0% (65%)	13.0% (83%)
rivate-Master's & Ph.D.	13.1% (71%)	4.9% (79%)	11.3% (79%)	-2.7% (78%)	-2.5% (54%)	-2.8% (81%)
Total	9.5% (76%)	4.2% (80%)	6.9% (81%)	-1.8% (82%)	2.9% (61%)	10.5% (82%)

*See definitions under "Results", page 3

**Not included due to effective response rate lower than 50%

TABLE 7

Post-Doctoral Students, 1971 and 1972

	Number	%	1971	1972	% Change
Public-Ph.D.	69	48%	2,784	2,981	7.0%
Private-Ph.D.	33	41%	931	1,018	9.3%
Total	102	46%	3,715	3,999	7.6%

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Date of Report April 18, 1973

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